Congratulations on your purchase of this Really Good Literacy Center-in-a-Bag™ Author’s Points, Reasons, and Evidence, a valuable activity that challenges students to identify three important aspects of informational writing.

Meeting Common Core State Standards
Really Good Stuff Author’s Points, Reasons, and Evidence aligns with the following English Language Arts Standards:

Integration of Knowledge and Ideas
Anchor Standard B Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

This Really Good Stuff product includes:
• 4 Text Cards
• 4 Activity Cards
• 1 Blank Activity Card
• 4 Answer Key Cards
• 4 Dry Erase Crayons
• 1 Center Task Card
• This Really Good Stuff Teaching Guide

Managing the Center-in-a-Bag
• Visit our Web site www.reallygoodstuff.com to download Really Good Stuff Teaching Guides.
• Display the Center Task Card.
• Provide an eraser or cloth for cleaning the Activity Cards after each use.
• Have each student work with one matching-colored set (e.g., blue-bordered Text Card, Activity Card, and Answer Key Card) at a time. Have them switch to another color when finished.
• One Blank Activity Card is included in case you want to provide an open-ended center activity.
• Demonstrate how to tidy the center when the activity is complete.
• Store the center materials in the bag, and hang it alongside other Centers-in-a-Bag.

Introducing Author’s Points, Reasons, and Evidence
Demonstrate how to find the author’s main point, supporting points, reasons, and evidence in informational texts. Talk first about what these look like. Read together some fairly simple examples of writing that have clear points, reasons, and evidence.

Often, evidence is the most obvious type of writing. Usually evidence is facts, such as data or historical information, or quotes. Sometimes it is easier to find the evidence first, but evidence is much more meaningful when students understand the point it supports.

Ask students to identify and summarize the author’s main point and supporting points. Have students find and make note of key words. Direct them to the opening sentences in paragraphs to find the point(s), then to the closing sentence of the text to find the main point. Sometimes the main point is also conveniently spelled out in the title.

Talk about the author’s purpose for writing the text. Does the text inform, persuade, entertain, or some combination? Next, have students get specific about the purpose of each point made. Understanding the author’s purpose will help students identify the author’s points as well as his or her reasons for making the points.

Model the activity for the students. At the center, the student selects one of four Text Cards and the matching-colored Activity Card and Answer Key Card. He or she reads the text carefully and then places the card in a visible spot. The student thinks about the author’s main point and supporting points, his or her reasons for including those points, and the evidence provided in the text.
Author’s Points, Reasons, and Evidence

Using a Dry Erase Crayon, the student writes the author’s main point on the Activity Card. He or she then reads the text printed on the card and fills in the empty box in each row: an author’s supporting point, the reason the author makes that point, or the evidence that supports the point.

### A Case for the Space Race

**Author’s main point:** The United States should continue exploring space.

<table>
<thead>
<tr>
<th>Author’s Point</th>
<th>Reasons</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now is the time for the U.S. to explore space.</td>
<td>The author wants to convince the reader that the United States should continue funding the space program.</td>
<td>Inhabitants could solve the population problem; we don’t explore space, another country might control the United States.</td>
</tr>
<tr>
<td>Inhabitants could be the solution to overpopulation.</td>
<td>The author wants to create fear or concern that overpopulation is a real problem that needs a solution.</td>
<td>Every day, we hear a little bit more about a new planet; a new law—whatever.</td>
</tr>
<tr>
<td>The author is expressing excitement—space is a huge adventure.</td>
<td>Every day, we hear a little bit more about a new planet; a new law—whatever.</td>
<td></td>
</tr>
<tr>
<td>Another nation could take control of new planets if we don’t look for them now.</td>
<td>The author wants the reader to feel concerned that another nation might control our fate if we don’t continue space exploration.</td>
<td>All throughout history, humans have fought over control of land and territory.</td>
</tr>
</tbody>
</table>

The student can check answers using the Answer Key Card. If the student has a different answer that he or she can explain adequately, it may also be correct.

### Center Task Card

Post this at the literacy center in a visible position. A student or a helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the card for center preparation, including needed materials.

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**Really Good Literacy Center-in-a-Bag**

**Author’s Points, Reasons, and Evidence**

1 student

**Object:** Determine how an author uses reasons and evidence to support points in text

**Materials:** Text Card and matching colored Activity Card and Answer Key Card, Dry Erase Crayons

**Directions:**
1. Read the Text Card.
2. Think about the points the author makes and how they are supported in the text.
3. Write the author’s main point on the Activity Card.
4. Write the author’s supporting point, the reason the author makes the point, or the evidence that supports the point in each empty box.
5. Refer to the Answer Key Card to check your answers. If you have a different answer that you can explain, it may also be correct.

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Making Inferences, Level 2 (#305269)